

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

In teaching and learning process, the role of teacher is very crucial in the class. The ability to manage the classroom teaching and learning process is essential. According to Weinstein and Novodyorsky (2011) classroom management helps teachers establish and maintain an appropriate environment for the achievement of teaching and learning goals. Teachers must be able to manage classes effectively and create learning environments for students in order to achieve the desired results. If teachers are unable to effectively manage their classrooms, the teaching and learning process will suffer. According to Kurniliawati (2016) classroom techniques play the important role to reaches the goal of teaching-learning process, the teachers have to find and use the teaching techniques which are appropriate with the students' characteristics.

Technique is something that actually happens in the teaching-learning process in the classroom. Basically, there are many teaching techniques that teachers can apply when managing student behaviour in the classroom. Putri and Refnaldi (2020) states that one of the techniques that can be used for effective classroom management is by giving reward and punishment. Teachers frequently use reward and punishment to control behaviors in their classroom. Kelishadroky (2016) states that reward and punishment are two learning techniques that are always used in many environments including education, work, and life.

Teachers often use reward and punishment to control student's behavior in their classroom. According to Josh, Gokhale, and Acharya (2012) Student's behavior

reflects the interaction of their temperament and inherited personality, the history of their experiences, and the particular nature of each situation. Reward used to encourage behavior to make students feel happy in English learning. Punishment is a consequence that reduces the likelihood of unwanted student behavior occurring. These techniques have the same goal for managing the students' behavior to create a good environment for the students. This technique will be used in English learning. More precisely in speaking skills in the learning process. The researcher want to see students' speaking skills through this technique in question and answer section during the learning process.

According to Istadi (2008), there are various forms of reward and punishment given to students. Broadly, the kinds of reward can be divided into four kinds such as gift, attention, physical and value. Then punishment is divided into three kinds such as ignorance, anger and physicality. In teaching-learning process, the teacher can apply these kinds of rewards and punishments to students.

The researcher will see at the process of implement reward and punishment technique in managing classroom when student's speaking skills are tested, especially when the teacher do the question and answer process in the learning process. In between explaining the material, the teacher gives questions in accordance with the subject matter given. If students answer correctly, they will get a reward. Otherwise, if students answer the questions incorrectly and prove to be commotion in class or lazy, they will be punished according to their level of mistake.

This can be seen from the results of the preliminary observation at SMP Negeri 1 Binjai. In the learning process, the teacher implemented this technique to control student's behavior in their classroom. The researcher found that one of the teachers

implemented reward techniques in the English learning process, namely “value”. Where the teacher provide added value when one of the students was able to answer questions correctly when the teacher ask students in the learning process. Meanwhile, the teacher also implemented punishment, namely giving direction or advice to rebuke mistakes that have been made by the students, where the teacher gave punishment if students didn’t pay attention when the teacher explain the material and also can’t answer the teacher’s question. However, the researcher has seen that in the English learning process students did not interested. This can be seen through the way student’s respond such as being sleepy, talking to their friends, and having a little attention to the teaching-learning process.

Based on the description above, the researcher assumes that this technique does not fail but is only inaccurate in its implementation, where the researcher sees monotony since the researcher did not find other kind in implementation of reward and punishment by the teacher. Derived from the researcher’s awareness of teachers’ responses to students’ actions, the researcher is interested to explore the implementation of rewards and punishment in SMP Negeri 1 Binjai.

Previous studies on the techniques of reward and punishment has been carried out at UIN Suska Riau, Nasution (2019) entitled “*The Implementation of Reward and Punishments in Teaching English at Students*”. The aim of this research is to know about the students’ response by giving reward and punishment in teaching English at eighth grade.

And the second previous studies on the techniques of reward and punishment has been carried out at Syarif Hidayatullah State Islamic University Jakarta, Ma'Rifah (2010) entitled "*Giving Rewards and Punishment in Improving Students' Reading*

*Skills*". The aim of this research is to improving reading skill by giving reward and punishment in reading section process.

Thus, as known as from the previous references all the results show that reward and punishment can make learning process run well. Therefore, this research will be focused on how the teachers implement the techniques of reward and punishment in the English learning process, and also this study will investigate the teachers' reasons for using those kinds of reward and punishment in English learning process.

### **B. The Problems of Study**

Based on the background of the research that has been stated, the researcher formulates the problems into three research questions such as:

1. What kinds of reward and punishment are used by teachers in English learning at grade VII of SMP Negeri 1 Binjai?
2. How do the teachers implement reward and punishment in English learning?
3. Why do the teachers use those kinds of reward and punishment?

### **C. Objectives of the Study**

Related to the questions, the objectives of the study are as follow:

1. To analyze the kinds of reward and punishment which are used by teachers in English learning at grade VII of SMP Negeri 1 Binjai.
2. To describe the implementation of rewards and punishments in English learning at grade VII of SMP Negeri 1 Binjai.
3. To investigate the reasons why the teachers use those kinds of reward and punishment.

#### **D. The Scope of the Study**

In this study, researcher focuses on investigating reward and punishment techniques used by the English teachers in the classroom. According to Istadi (2008) there are various forms of reward and punishment given to students. Broadly, the kinds of reward can be divided into four kinds such as gift, attention, physical and value. Then punishment is divided into three kinds such as ignorance, anger and physicality. Furthermore, the aim of this research is to find out how the implementation of reward and punishment technique for students is used by the English teachers at Grade VII of SMP Negeri 1 Binjai.

#### **E. The Significances of the Study**

The findings of the research are expected to give contributions theoretically and practically to English teachers at seventh grade students of SMP Negeri 1 Binjai.

- Theoretically

Theoretically, the findings of this study should demonstrate the function of using reward and punishment in classroom management in English learning. It is hoped that it will contribute to the advancement of educational theory. Specifically for students in the Department of English Education and English Teachers to use as a reference in class management while teaching English.

- Practically

- a) For teachers, this research will help teachers develop techniques for students in learning activities, specifically through reward and punishment techniques.

- b) For students, this research will help students become more motivated to learn English and more disciplined in the classroom. Then they can learn English more effectively and be more responsible as students